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The action study was designed to provide a richer background of intellectually stimulating experiences for the culturally deprived child through a better use of community resources and school facilities and materials. The second facet of the program concerned working with parents. Consultation and enrichment were given in art, music, reading, and emotional problems. Various field trips were organized with pre- and post-relevant experiences. In-service training workshops dealt with problems of the culturally deprived. Additional materials were used. Parents were encouraged to take part in the education of their children. A newsletter was published each month including ideas for homework, parent news, and parental views on home-school problems.

The responsibilities of the workers dealing with the families included: conducting a follow-up interview after the school year had begun, acting as a liaison between the teacher and the family, observing the classroom and home for special needs and problems, and organizing parent groups for discussion of problems.

College students aided as teacher-helpers. Various community groups made special contributions to the program. The Fine Arts Society, the public library, the local health department, church groups, and welfare agencies were among those who aided in the program.

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MODIFYING THE SCHOOL EXPERIENCE OF CULTURALLY HANDICAPPED CHILDREN IN THE PRIMARY GRADES

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Quincy, Illinois, is an industrial and commercial center in west central Illinois with a population of 45,000. The per pupil expenditure for education is approximately $400 per child in average daily attendance, about average for the state of Illinois. The percentage of the child population going on to college varies between twenty and twenty-five percent, while between thirty and thirty-five percent drop out of school before completing high school. The community's population has remained very nearly stationary for more than half a century.

In this type of community there may be less social mobility than in a rapidly growing city. The parent's occupation, the house one lives in, and the area of town one comes from, are all rather well known and seem to have a profound effect upon the educational expectations for particular children. When we divided the potential high school graduating class of 1958 into four social class levels based on these criteria we found that 71% of the children in the upper-middle class went on to college along with 2% of those in the lowest social class level, a group which comprised the bottom 28% of the population of the group.

All fourteen of the public elementary schools send their children to a central junior high school and a central senior high school. Four grade schools serving a working class and lower class area are taking part in the present study. Three of these schools have no Negro children while one is approximately 50% Negro. Among the potential high school graduates in the class of 1958 and 1960 only 47% of the graduates of these four grade schools finished high school, and only 9%, mostly athletes, began the freshman year of college. Very few of those who did finish high school did well academically and many were quite unhappy socially. When we examined the grades in academic subjects earned by ninth graders who had attended three of these four grade schools, we found that only 5% of their grades were As while 52% were Ds or Fs. Clearly there was a need to modify the school experience of children attending these grade schools.

These four schools serve a large number of what might be called the "deserving poor," stable working class families. These families share most of the values of the middle class. In these neighborhoods this group is mixed with a considerable number of families who have been unable to adjust to city living in that they do not have stable work histories, have not helped their children get an adequate education, and do not relate to the schools, churches, and other institutions in the community. The majority of the delinquents in the city have attended these four schools, and our interviews with employers have indicated that their graduates have often failed to make an adequate

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The staff of the University of Chicago project in Quincy became concerned about the constant defeat experienced by a majority of the children attending these grade schools during the junior and senior high school years. Therefore the project staff and the public schools began a program for slow learning, nonachieving adolescents in the secondary schools. Curricular modifications and group guidance experiences were developed in the hopes of better meeting the needs of these children. We found that we were able to help these children feel better toward themselves and society and that this was somewhat effective in reducing delinquent behavior, but that we had had very little influence on improving the academic achievement of these children in the secondary schools. While this program is continuing and can be improved upon, we hope that by beginning at an earlier age we will be able to influence the academic achievement as well.

After a relatively successful pilot program in the primary grades in one school, with the financial support of the National Institute for Mental Health, we began a program in January of 1961 aimed at modifying the school experience of culturally handicapped children in the primary grades.

Experimental Design

The population of this study includes two groups of children attending the four experimental elementary schools. The Control Group consists of the children who were in the kindergarten classes of 1960-61, supplemented by those children moving into those four schools during the first half of the first grade. The Experimental Group is the kindergarten group for the year 1961-62. There are about 225 children in each of these two groups. About 7% of our children attend Catholic parochial school after kindergarten but over 90% of the remainder of the children are still attending the four experimental schools. It is our expectation that the vast majority of the children we began with in the kindergarten will still be available for study five years later, the conclusion of the project.

In an attempt to measure the initial intellectual level of functioning of the children in these groups, each child was administered during the latter half of kindergarten the Wechsler Intelligence Scale for Children (WISC) on an individual basis. He was also given the Peabody Picture Vocabulary Test, and many children were given Binets and the 5 to 7 year form of the Primary Mental Abilities Test, a group test.

The test results seemed to indicate that at the age of five the mean IQ of children coming into these four schools is not greatly different from the national norm. The average IQ is in the neighborhood of 95 on the WISC with a verbal IQ approximately eight points below the performance IQ. Sixty-nine percent of the children tested had higher performance than verbal IQs on the WISC.

Throughout the study other types of data are being collected as well. All project teachers nominated those whom they believed were probably headed toward academic difficulty, delinquency, withdrawn and aggressive maladjustment, social isolation, and poor health. We are also measuring achievement in basic skill areas, school attendance, and the child's feelings about himself and other people. The final evaluation of the experimental and control group will take place late in the third grade for each group.

Parent Interviews

As early in the program as possible we interviewed all the parents of both Experimental and Control Groups in their homes. We have received the cooperation of the parents for these interviews in all but one or two instances. We believe that this indicates that many families who do not approach the school, can be reached by the school if the school goes to them before there are serious problems with their children.

Whenever a person talks about himself, he may be inclined to stretch the truth a little, but here for what it is worth are some of the results of our interviews. About one-fourth of the parents say that they graduated from high school, half dropped out during junior or senior high school, and one-fourth terminated their education in grade school. Many of the parents of our culturally handicapped children came from predominately rural backgrounds, and if they could make a living there would be glad to go back to the farm. More than 35% of our parents grew up within 100 miles of Quincy. About half of the group grew up on farms or in hamlets in rural Illinois or Missouri. Almost 40% spent at least part of their childhood in Quincy. Less than 1% grew up in cities of over one hundred thousand population.

On a verbal level parental ambitions for their children are rather high, but child rearing practices leading toward a realization of these ambitions reveal certain cultural disadvantages. Almost all parents say they want their children to "go all the way" that is finish high school, and a very substantial number spontaneously mention that they hope their child will be able to go on to college. Nevertheless only about 20% of the parents do any serious reading themselves and only one-fourth say that they have had occasion to take their child to the public library which is located in this section of the city. Forty percent of the children eat breakfast either alone or with their siblings. This is one indication that meal-time conversation probably does not provide much intellectual stimulation in many of these homes.

Except for church there are very few families which have any contact with voluntary educational, cultural, civic, or philanthropic organizations. The PTAs in these schools are very small and their membership is largely restricted to upwardly mobile families. According to the parents about half of the children have more than occasional contact with Sunday School or church, but we found that 74% of the dropouts in the class of 1958 were unknown to any minister or priest in the community, so this figure is probably an optimistic one.

In summary, it seems that our parents are composed largely of two groups. One of these groups is composed of migrants from rural areas near Quincy. This group's lack of education has restricted it largely to semiskilled and unskilled labor. The other group is composed of native Quincians who did not have the ability, skills, or motivation to be successful enough to live in a more desirable section of the city. About 10% of the child population is Negro.

In the research aspect of the study we will differentiate between those families which are relatively adequate and those which are more inadequate, but in the action phase of the program we decided to work with all children and families in the Experimental Group of these four schools. We will of course work more intensively with the less adequate families, but we felt that the low overall percentage of talent utilization in these schools indicated that almost all families had some problems in giving their children a good start in school. Since we are trying to raise both the teachers' and the parents' expectations for these children we thought it inadvisable to segregate the children of the less adequate families during the primary grades.

Aims and Objectives

The objectives of our program are as follows:

1. To understand the child more fully through information obtained through testing, parent interviews, and observation.

2. To provide a richer background of intellectually stimulating experiences for the child through a better use of community resources and school facilities and materials.

3. To enlist the interest, support and cooperation of the parents in helping to motivate the child to develop his interest and abilities.

The Action Program

In the scientific study of education there are times for rigorous controlled comparisons between two approaches, but we did not feel that we were at this point yet. Rather we felt that we would gain more if we ranged more widely in our explorations. In the action program in both the curriculum and family areas we are not carrying out a uniform program in each of the four schools but rather are attempting to find success-producing techniques in a school, and then extend this technique to as many other schools as find it appropriate.

The action program has two facets: the first, curriculum modifications; the second, work with parents.

In considering curriculum modifications it is necessary to ask not only, what do these children need, but also, what are the skills and attitudes of the teachers and administrators. Without the active interest of the teacher nothing significant in the curriculum area can be given a fair trial. Without the cooperation and backing of the

A total of twenty-two teachers will have taught our Experimental Group children at the conclusion of our study. Five of these teachers were inexperienced and new to the teaching profession. These family backgrounds were such that they had had no previous prolonged contact with deprived youngsters. The remaining seventeen had all taught in their schools for at least four years.

It is accurate to say that several of the experimental teachers were somewhat apprehensive about this action research. They were not sure what would be expected of them and hoped that it would not take too much additional time. It can be observed as our program progresses that the initial pprehensiveness disappears and the teachers become eager to receive our suggestions and help. Complaints about additional time spent have become nil at this point of the program. Needless to say additional time is required. The average however is only about one hour per week.

[redacted] which we have tried during the past three years in these schools have come about as a result of conferences between the project director, the principal and the teacher. No specific changes have been made mandatory, but as the project has gone on teachers have been won over to greater than usual efforts because their experience has been rewarded by the childrens' growth, and the interest of their principal, the experimenter, and the parents in their attempt to improve the curriculum.

In June of 1961, the summer preceding the entrance of the experimental children into kindergarten, more than three-fourths of the children who entered kindergarten in the fall came to school for a one-week kindergarten experience. Each kindergarten teacher had five or six children in the morning and another five or six in the afternoon for one week. The next week she had two more small groups. Since the teacher had only five or six children and their parents to get acquainted with, they got to know the children well and had an opportunity to meet the parents. The children became familiar with their teacher, the school, and its routine in a quiet relaxed atmosphere. This made it possible for them to get off to a good start in the fall without the usual crying and hanging on to their mother's skirts. The June kindergarten and the parent interviews were so successful that the schools decided to continue this procedure with group entering these schools in the future.

In nearly each situation the curriculum modifications we have made have been aimed mainly at increasing the childs base of experience and increasing his ability to express himself verbally. The following are modifications made and descriptions of each. The majority of school children usually have gone on one field trip each year. The Experimental Group has averaged at least eight trips each year to such places as a pony farm, airport, chicken hatchery, tree nursery, dairy, drug sto e, department store, and construction sites. These trips offer a source of enrichment for the asking. All trips are preceded by a study of what is to be seen on the trip. The trips are carefully selected by the teachers and project staff after careful scrutiny of the course of study. Choice of the trip and when it is to be taken is made well in advance to enable the teacher to make proper preparation. Once the trip has been selected we list the objectives, suggested pre-trip activities, trip activities, and suggested post-trip activities. This list serves as a means of utilizing the field trip to the fullest extent. We have found it worthwhile to take photos of the trips to help the children remember significant aspects of their experiences

We found it valuable to have more than one adult to take a classroom group of 25 or 30 children on a field trip. Children of this age tend to be rather active so it is helpful to have several adults present when crossing busy streets or when the children are going to be near machinery or breakable objects. Project workers, college students, the principals, and parents all helped the teacher on field trips at various times. We felt that one of the values of this procedure was the fact that the children came to see that there were many adults interested in what they were learning at school. When they had a questions there was always an adult nearby to question, or an adult with whom to share the excitement.

We did not do as much with dramatic play after our field trips as we might have done, but we did encourage children to talk about their experience subsequently and to talk with their parents about their trips. We also urged the parents to encourage their children to relive the trip through talk and stories. We sent out parent newsletters to let the parents who were not coming regularly to parent meetings know what trips we were taking.

Other differences occurring were as follows: We used more books than we had used previously and displayed them on book racks which showed the entire cover of the book. We brought a relatively large number of picture magazines such as Life and Look into the classroom so the children could look at them. Children were encouraged to cut out pictures of foods or modes of travel, to learn to categorize their knowledge. On Friday they were allowed to take home any magazine in the room they wanted. The teachers felt this was valuable because many of these children came from homes where there are no reading materials of interest to children. We used more films than we have been accustomed to using. We used more paint and finger paint and fewer crayons. We tried to develop childrens' listening and speaking abilities in the show and tell period.

Several of the teachers spent considerably more time on reading readiness in the kindergarten. Since the reading readiness book often had only one or two examples of a given type of problem, the teachers developed additional examples on their own and dittoed them for use by the children who needed more practice.

Since some children react more quickly than others and are more verbal, when there are only two or three examples of a given type of problem the more active children shout out the answer or mark it conspicuously and the slower children sit back and listen or copy the correct answer from the faster children. In an effort to combat this, some teachers took small groups of slower children to another room during a free play time, while some other adult maintained order in the classroom. In a small group situation where children were sitting in individual desks which did not encourage copying from one another, the teachers found that they were able to gain the undivided attention of the slower children and that relatively rapid learning took place.

These learnings were demonstrated by the significant gains made on a readministration of the Peabody Picture Vocabulary Test and the Primary Mental Abilities Test. We have not completed the analysis of the differences between the reading readiness test but the first group which we examined did significantly better than the control group had done in the same school year. The teacher attributes this to an increase in the number of materials that her children were exposed to, and her effort to reach the slower children.

In order to provide the children with additional strengths before reading the [redacted] reading readiness [redacted] This program was designed primarily to strengthen the skills of those children who were ready to read as indicated by teacher nomination and readiness test results. Although test results as a whole indicated that the children were ready to read, they also revealed weaknesses in one or two areas of readiness. It was this revelation that encouraged the supervisor to develop a "refresher course." A total of fifteen lessons were presented. These lessons were designed to further strengthen the following skills: Reasoning, Organization of ideas, Visual perception, Auditory perception, Motor control, Association of ideas, and Sequence of ideas. After completion of the "refresher courrse" the children were introduced to the printed word.

To develop the children's ability to be better listeners we presented listening lessons designed to strengthen auditory discrimination. We began by presentation of gross sounds accompanied by a visual stimulus. For example, as the children heard the sound of a jet plane a picture of a jet was displayed. After introduction of twenty-two gross sounds ranging from cowbells to jack hammers the visual stimuli were removed and the children were asked to identify by auditory stimuli only. The results were gratifying with 75% of the children in each classroom being able to identify all sounds correctly.

We further developed the listening exercise by presenting the instruments of the orchestra in the same manner. Once the children were able to identify the instruments by sound only, we had a "Music Bee." The children were divided into two groups. The teacher would play a short selection on the record player and then ask the child at the head of the line to identify the instrument and to also tell whether it belonged to the string, brass, woodwind, or percussion family. If the child answered correctly he was able to stay in line, if incorrectly he sat down. The team with the most members still standing after ten minutes won. This exercise was presented to the children in the first grade and served a two fold purpose. Not only did it help to develop better auditory discrimination it also proved to be an excellent source for the development of music appreciation. During the second grade to condtinue this development we made arrangements for the youngsters to attend at least four professional concerts.

In one of our schools we have a teacher who has remained with the youngsters fo the first, second, and third grades. She has been able to get to know the children as individuals and has learned their strengths and weaknesses thereby enabling her to do a more adequate job of individualizing instruction.

We have encouraged the parents to take part in the education of their children. Both mothers and fathers have served as general classroom helpers offering assistance in such areas as art, reading, audio visual aids, field trips, and construction of classroom equipment.

Due to the loss of contact with the school during the summer months we found that many of the children regressed as far as their academic capabilities were concerned. To combat this we offered a full schedule of activities designed to continue throughout the summer months until the resumption of the school year.

We developed a garden project which began in the Spring with planting and continued until the fall harvest of popcorn. This project was a cooperative effort on the part of the four schools. The children received experience in planting, cultivating and reaping the harvest. Each school spent one afternoon a week at the garden. Working long hours in the hot sun can become tiring and also serve to create disinterest. To provide for variety we gave an art lesson in the shade of a large oak tree. The children discussed and then painted various vegetables for a Garden Art Notebook. A large iced watermelon also provided a means for keeping the children cooled off. The project has served to develop an appreciation of natu e, appreciation of useful work, importance of taking care of things and satisfaction resulting from the joys of achievement.

In order to reduce the loss in reading achievement that occurs during the vacation period we sponsored a summer reading workshop. A reading center was opened in each school and operated each morning for a period of six weeks. Youngsters enrolled in the program were given intensive work in reading. Efforts were made to continue where the pupils left off at the conclusion of the regular term, enabling us to present a sequential program of instruction for each pupil.

This is the second year for the summer reading classes and at this stage we feel *that they give promise of being very beneficial to the children enrolled.*

A voluntary summer day camp program will be offered to the children for the first time this summer. The camp will be in session for four days. The camp staff is composed of volunteers consisting of Senior Girl Scouts, college students, teachers and housewives. The camp is located in a heavily wooded area and will provide many of our children with their first real experience with the great out of doors. The schedule of activities for the camp is at present being developed. The camp program promises to be one of our more successful ventures as 100% of the children in the Experimental Group have paid a nominal admission fee and have obtained parental consent.

A member of our staff who is talented in the art field has served as an art consultant to all project teachers. He has introduced a number of media that the teachers were formerly unfamiliar with. He gave forty-three consultant sessions during the year. The materials developed from these sessions served to provide us with a traveling art exhibit. Each child in the project was able to contribute something to the exhibit. The exhibit was displayed in the local public library and in an art gallery of a nearby college.

In order to give the children experience in expressing themselves orally we planned a puppet show. The children in each of the schools made hand puppets. One of the classes decided to put on a show for their parents. The show was acclaimed a success and it was decided to "take it on the road." The class was able to present the show at four schools and at one P.T.A. meeting. The experience definitely served as a good means of increasing the childrens vocabulary and helped them in learning to organize their thinking. Further development of oral ability is planned during the summer reading program. Here the children will choose a story, elect characters, memorize the parts and present it to their parents and children invited from another school. Previous studies have shown that when children from these schools encounter oral book reports and short speeches on assigned topics they were often unable to perform adequately. They need to learn to

Working in the field of curriculum naturally calls for the devotion of a great deal of staff time to the teachers with whom we work. Throughout the duration of the project our staff has served in many capacities. The following is a summary list of this work.

a. Consultation (art, music, reading, emotional problems).
b. Liaison (home, school, outside agencies).
c. Field trip planning assistance (pre and post trip experiences).
d. In-service training workshops related specifically to problems of the culturally deprived.
    1. Home visitation
    2. Childrens literature (a current review--techniques and aids in the art of telling stories).
e. Provision of supplementary materials for general classroom use.
f. [redacted] classroom
g. Arrangements fo intracity visitation to see other programs of like nature in action. All project teachers have made these visits. (Milwaukee St, Louis, Decatur).
h. Arrangements for intercity visitation to observe other teachers within our own city teaching at the same grade level. This proved quite valuable with teachers new to the system, providing them an opportunity to pick up new ideas, techniques, and approaches with which to work with their own children.
i. Strive to stimulate teachers to go the extra mile that they must if they hope to succeed with culturally deprived children. We emphasize enthusiasm which does not die and do our utmost to recruit them to take a new look at their teaching techniques and to start anew with vim and vigor.

Another area where we have stressed both teacher and parent participation is with [redacted] which are published each month in the project schools. These letters have as their main content ideas for home work with children, news of future parent meetings, and parental views on home school problems. Parents have served as editors and contributors to these publications.

Work With Families

The family workers have a variety of functions.

Follow-up interviewing--After the research interviews are finished and the school year has begun, the family workers return to homes to ask the parents about their child's reactions to his school experiences. These interviews are also used as a method of getting parents interested in coming to parent meetings or in helping with field trips.

Liaison--The family worker se ves as a liaison between the teacher and the home. At times they help parents begin educational activities at home which are thought to be of benefit to the child.

Observations in the classroom and elsewhere--After observing a child, the family worker often consults with the teacher to plan a course of action to help that individual or a group of children within the classroom. The social worker is able to concentrate her attention on a few children who experience difficulty, and this some times results in significant insights which in turn lead to modifications in the child's later classroom experiences. At times the family worker also discusses this observations with the parents. The Anthony-Bene Family Relations Test is used to see the child as he sees himself in the family.

Health and family needs---Some families have been so concerned about the father's lack of employment or the health needs of some other child in the family that it has been necessary to try to help the family meet these needs before they could be very concerned about the needs of the child. This means that the family workers worked with the school nurse, the Office of Vocational Rehabilitation, the speech correctionist, and others in coordinating remedial actions, and in one instance taught a father how to read and write. One of our experimental group fathers returned to high school for two classes a day and several others started night school partly as a result of these interviews.

Parent groups--Much of the work of the family workers has been with parent groups. About half of the parents have participated in these groups. These groups have been somewhat varied through time and varied from school to school. Most of the early groups were built around discussions which followed films depicting the behaviors of five and six year olds. Topics discussed included such things as fearfulness, discipline, shyness, and what is the normal expected behavior of children of this age.

We found that the parents were interested in knowing more about what the teacher and children were doing at school, so parent programs were developed around such subjects as report cards, reading readiness, and arithmetic. Children accompanied their parents to an evening meeting and demonstrated what they were learning at school. Programs were also built around the subject of what parents can do at home during the summer to help their children be more adequately prepared for the first and second grade.

In two of the schools the parents decided that they would like to improve the physical condition of the kindergarten classroom. They decorated the room, painted the furniture, made a playhouse complete with triple-track windows, made May baskets for their children, and sewed doll clothes and curtains. Several parents said that at this kind of parent meeting they felt that they were doing something concrete toward helping their child get a better education. One school had at least ten Saturday sessions of this type. The teacher and family worker were always present and even the principal helped with the playhouse. The coffee pot was always on, and the social distance and verbal barriers between teacher and parents became less important as communication became easier.

The meetings continuing into the second year of the project were structured to interpret to the parents what the child was doing at school, to raise the parents achievement level expectations of their child, and to provide social experiences designed to promote family togetherness. It was our observation that in these neighborhoods many parents have a strong need for social contact with other families because they do not belong to organized groups. We found that the parents seemed more relaxed and verbal exchange was more abundant when we dressed informally and sat around a table over coffee. No officers or business type of organization were encouraged as the parents felt this would be "too much like PTA."

Meetings for the third year continued to follow the format set during the second year. Demonstration meetings by teachers and pupils were planned to show parents what the children were doing at school. Workshop type meetings were designed to promote family togetherness. Picnics and family trips were held to show parents how such activities can be enjoyed by the entire family. Some meetings were designed to interpret health needs to both students and their parents, using health educators and demonstrations by the students themselves. Attempts to improve the physical environment of the home were also encouraged at meetings through demonstration lessons by a home economist.

A joint meeting with parents from all four schools in attendance was held. The children's librarian from our local public library explained the purpose and functions of the library, and personally invited the parents to come with their children to select books. She presented a program on the "Art of Story Telling." Throughout the presentation the librarian encouraged the parents to buy books for special occasions and presented the group with a list of excellent but inexpensive 50¢ to $1.00 children's books. The meeting was the first time many of our parents had set foot in the public library. They were encouraged by this meeting and impressed with the manner in which our bright and gregarious librarian made them feel at home. Later reports have indicated that there has been an increase in library attendance by our project children.

The activities of the parent groups have had a number of beneficial results. The children have seen that their parents are interested in what they are doing in school and have sometimes been able to help them in learning experiences. The parents have become acquainted with their children's friends and with the teacher and principal of the school. This in turn has resulted in an esprit de corps, so that when problems have arisen, communication between school and home has been easier.

Some of the limitation of the parent groups are the following: Almost half of the parents did not come to any parent group meeting. (many of the non-participants, of course, were interviewed in their homes by the family workers and frequently in these interviews significant conversations about the child took place). Some parents seemed to have no idea of coming to a continuing series of meetings. When asked whether they would come to the next parent meeting they would tell the worker, "I already came once."

We have spent a great amount of time thinking and working in this area of the project in the hope of doing a better job of evaluating the things we have tried and of spreading our knowledge of useful techniques and activities from one school to another. Parents workers have met on a bimonthly basis this year, but more thought and more communication is needed if we are to make as rapid progress as we would like to make.

Activities of College Students

There is one other group of activities which should be mentioned. In each of the schools a small group of specially selected social science and education students from a nearby liberal arts college have been coming twice a week to work as teacher helpers. Their duties have included giving help to individual students, or small groups, making posters for classroom displays, relieving the regular teacher of routine duties, attending meetings of parent groups, and making weekly reports of their activities to the project director. This has not been a practice teaching situation but one designed to effect a greater understanding of the problems of youngsters in areas of low economic status.

The students feel that they have made their most valuable contribution by talking to and listening to the children. They have taken frequent field trips with from one to four children. Most of these trips have been walking trips in the downtown area. For example, a student took two children to a department store to find out what kind of things were sold there. The trip ended with a dish of ice cream in the mezzanine restaurant. During the trip the child is developing his speaking and listening vocabulary, and he is finding out that he is a worthwhile person, that other people are interested in his welfare and in helping him learn, and that there are many interesting things to learn in the world immediately around him.

This year the program included individual student help as well as a continuing program by fraternities and sororities. A five week orientation session preceded the students actual assignment to specific duties. Regular college credit was offered for the service with careful supervision and evaluation provided by both the college and project director.

The Orientation sessions considered conditions in the participating schools, the nature of the children involved, as well as providing an actual exposure to the child's environment. One student was assigned as a student coordinator for cultural events. Under his direction selected youngsters from the project schools were taken to concerts. He also arranged for careful selection of chaperons. This activity involved nearly one half of the entire college student body. The eager glow of anticipation on the part of the youngsters was matched by the warm response of the college students who were gaining valuable insight into the problems which will someday confront them as parents.

The activities of the college students have been planned in a monthly session with their professor at the college the principal of the school, the family worker, the project director, and the teacher. The teacher and the students see the children under differing circumstances and frequently contribute something new to the understanding of the child. The activities of the students have followed the children from kindergarten through the third grade. When satisfactory procedures are found in the experiment it is important that they be continued. We feel that we are making a significant contribution to the education of students heading toward careers in teaching, psychology and related fields.

While thus far we have been using college students, other groups might also be utilized to make possible parent-teacher conferences of work with small groups of children. Most high schools have a Future Teachers or Future Nurses organizations, and in almost every community there is a Service League or other groups interested in helping young people.

We have noticed that the men students have seemed to make an unusually strong impact upon the children. A man who is interested in children and in their educational activities is too rare in these neighborhoods. The increased involvement of the principals in the project, and the man family workers have also helped to meet this need. In time we hope that through our work with parents more fathers will learn to play this significant role with their own children. We have therefore made an unusual effort to get father to come to parent meetings and to see that fathers are present when home visits are made.

Community Involvement

We have had the cooperation this year of many groups within our community. The local Fine Arts Society has provided us with tickets for thirteen concerts this year. They have also given our youngsters the opportunity to attend six art exhibits free of charge. Our public library has cooperated with us in presenting special puppet shows for the children. They have also provided us with their facilities for meetings with parents and teachers. They have extended the loan period on books and records for project teachers use.

The local health department has provided many curriculum aids and materials. Their consultant help has also proven most beneficial.

Many church groups within the community have conducted a variety of enrichment activities for the youngsters. An example of this is a Thanksgiving Workshop which was conducted by the young people of a local church. They transported the children to the church, toured the structure, presented an organ concert, discussed why we have the holiday, prepared home work sheets, popped popcorn, and let the children churn the butter for it. They then assigned the work sheets as homework for the youngsters. The material was simple but informative in the background of the Thanksgiving holiday. The children were instructed to bring this homework to school the following week. There was 100% return.

A professional womans sorority donated money to cover bus transportation expenses for the children's transportation to a nearby college for a concert.

Two Senior Girl Scout troops have given a great deal of their time and talent. Last year they began working with the project by conducting a story hour session once weekly in one of the project schools. Before the end of the 1963 school year they had had nine story hour sessions with never less than thirty children in attendance for each get-together. Not content to stop working because school was out, the scouts continued their interest in the program by lending a helping hand with our garden project. The Scouts worked throughout the summer months in close contact with the children. They played an important role in giving the children someone to look up to--for help, understanding, and love. The past winter the girls were in charge of a library project. In order to be more effective each scout was given one student with whom to work. It was agreed that it would be each scouts responsibility to meet her assigned child after school once every two weeks, walk with the child to the public library, assist the child in a selection of books that were apropos to his reading level, to read a story to the child while at the library and to take the child back to his home. The scouts then met once monthly with our staff to report on problems or interesting observations they made while working with the children. The children have enjoyed this activity and have benefited greatly from the individual attention that has been showered upon them by the scouts. These same girl scouts have volunteered to serve as counselors for our summer day camp program this August.

All of our local welfare agencies have been cooperative in our many contacts and interchange of information.

Business men who have allowed us to visit their establishments on field trips have been one of our better community contacts over the past three years. For every trip that has been taken it has helped to serve as a means of spreading the work of our program and getting the community more involved.

Accomplishments and Failings

To sum up our accomplishments during the three years of the action program, we feel that we have significantly increased the involvement of the parents in the education of their children. As a result of the home visits and our appeals for help from the parents the parents have come to feel welcome at the school. The parent groups have brought more parents to the school, and many of them have returned for PTA meetings and for individual conferences with the teacher. The parents and school personnel have come to know each other as persons, and the parents have seen the teacher in action with their child.

As a result of their three years of experience, we feel that the children have more often seen themselves as worthy. We have attempted to help each child see himself as attractive, as a person who is learning, and as a person who is secure enough to attempt new things.

It takes interest and support for either teacher or child to try something new, and we have found that both groups are more involved in tasks which they have chosen for themselves. This has meant that we have urged teachers to let children paint pictures about the aspect of a trip that most impressed them rather than have the entire class picture the same event. For the teachers, it has meant that we have suggested but not demanded possible curriculum changes or way of working more closely with parents. We have urged teachers to try something that makes sense to them, and to then examine their experience and make modifications.

As the years have progressed we have developed a more concrete structured approach. We felt this was necessary for the peace of mind of the administrators and the teachers who have been a part of this program. We have listed [redacted] spelled out what proven practices we have for [redacted] leading toward each of these goals. In addition, we have listed the practices which we tried in an effort to find whether they were helpful, and the possible practices which thus far were only ideas which might or might not be worth experimental effort. While we want the program to remain flexible, we want to be able to learn from each other and end the project with a number of activities and methods which have proven themselves effective. This procedure should help us accomplish this aim.

Thus far we think that everyone involved in this effort has felt rewarded for their efforts. This includes the principals, the teachers, the parents, and the family workers.